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Acton High School

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Safeguarding Policy

Prepared by John Noel
Interim Deputy Headteacher
June 2018

Statutory Policy

Purpose

Acton High School is committed to safeguarding and promoting the welfare of children so that they can thrive and achieve their full learning potential, regardless of their race, religion, ethnicity, gender or sexuality, disability, location, any criminal behaviour or political and immigration status. We expect all staff, governors, volunteers and the community to share this commitment.

Roles and Responsibilities

All adults working in the school have a responsibility to safeguard and promote the welfare of students. The key people who have specific responsibilities:

- The Designated Safeguarding Lead is **John Noel** - Interim Deputy Headteacher.
- The Deputy Designated Safeguarding Leads are **David Aizenberg** (KS3) and **Nadine Butler** (KS4&5)
- The Safeguarding Governor is **Monica Miglior**

1. Introduction

- 1.1 This Safeguarding Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and responsibilities under section 157 of the Education Act 2002. It reflects the current advice and guidance from the Department for Education and requires the academies in the network to take note of the priorities and to meet the requirements of their Local Safeguarding Children's Board (LSCB). In particular, the policy is consistent with the London child protection procedures outlined in the following statutory guidance: Keeping Children Safe in Education (Sept 2016) Working Together to Safeguard Children (March 2015) What to do if you are worried a child is being abused (March 2015) Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013) 'Prevent Duty Guidance for England and Wales' 2015 'Statutory framework for the early years foundation stage' 2017
- 1.2 This Safeguarding policy requires staff and governors to read and sign to acknowledge their understanding of Part One of Keeping Children Safe in Education September 2016, supported by an online module to assist staff and governors further to understand and discharge their role and responsibilities.
- 1.3 This Safeguarding policy requires staff and governors to complete the e-learning training package on Prevent, produced by the Home Office, to develop their awareness on Prevent.

- 1.4 This Safeguarding policy requires for all schools to be compliant with the annual safeguarding Audit process.
- 1.5 This Safeguarding policy requires for all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016)
- 1.6 Induction - In recognition of the vital importance safeguarding plays in our academies, all staff members are informed of their school's Safeguarding Policy and Procedures and advice from their Local Safeguarding Children's Board (LSCB) as part of their induction when they start at the school. All staff members must receive regular refresher training, at appropriate intervals, as and when required, but at least annually to keep up with any relevant safeguarding and child protection developments.

2 Definitions

Within this document:

- 2.1 The umbrella term 'Safeguarding' is defined in the Children Act 2004 as:
 - Protecting from maltreatment;
 - Preventing impairment of health and development;
 - Ensuring that children grow up with the provision of safe and effective care;
 - Work in a way that gives the best life chances and transition to adulthood.
- 2.2 Child Protection (CP) is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- 2.3 Child refers to all children and young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.
- 2.4 Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- 2.5 Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these.

Parents, carers and other people can harm children either by direct acts and /or failure to provide proper care. Explanations of these are given within the document.

3. Principles and Values

- Children should feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language should be protected from harm and risks.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child at risk of harm and or risk in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so will engage in partnership working throughout any vulnerable situation and the child protection process to safeguard children.
- We also recognise that there are often no easy solutions to safeguarding problems. Making a referral is an important step, but our responsibilities do not end there. While solutions are being worked on, and afterwards, affected children will continue to come to school each day, and will continue to need attention in many ways. We must be sensitive and responsive to their continuing needs.

Whilst the Acton High School will work openly with parents as far as possible, we reserve the right to contact Children's Social Care Services or the Police, without notifying parents if this is in the child's best interests.

4. Aims

This policy sets out the principles, procedures and advice from the Department for Education that support the safeguarding aims of Acton High School, which are to:

- Do our best to identify children who are suffering or are likely to suffer abuse and to act to protect and help them, working with other relevant services.
- Support the child's or young person's development in ways that will foster security, confidence and independence;
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties;
- Educate and encourage pupils to keep safe through the content of the curriculum and the school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued;
- Reinforce our Safeguarding Policy with strong policies for recruitment, for preventing and dealing with bullying and harassment, and for teaching

children how to protect themselves.

- Raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children;
- Provide a systematic means to monitor students known or thought to be vulnerable or at risk of harm, and to ensure the school contributes to assessment and support for those students alongside other agencies e.g. Social care services (MASH/Early Help), Children with Disabilities Teams, School Nurse, Children & Adolescent Mental Health Service (CAMHS), Education Welfare and the Police.
- Emphasise and acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- Set clear safeguarding procedures and make sure that everyone in our schools understands and follows them.
- Train our staff in the implementation of these and all other topics relevant to safeguarding.
- Review the outcomes of our work to make sure that we continue to strike the right balance
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the Police and the relevant Social Care Services; and
- Ensure that all staff, governors and volunteers at the school who have access to students, have current DBS checks, their identity has been verified by original documentation and that those references are checked in line with Acton High Schools recruitment and appointment policies.

5. Scope

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the Acton High School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

This policy is updated annually and is published to all staff and volunteers and we will make the policy available on our website.

Rather than duplicating content from Keeping Children Safe in Education (September 2016) in this policy, it should be understood that the School will always refer to this document as the benchmark for all safeguarding practice and decision making.

6. Leadership and Management

6.1 Headteacher

The Headteacher will ensure that:

- the policies and procedures adopted by Acton High School's Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times;
- the nominated Safeguarding link governor is made known to all staff; Monica Miglior
- sufficient resources and time are allocated to enable the school's Designated Safeguarding Lead (DSL) and other staff to discharge their safeguarding responsibilities;
- a designated teacher is appointed to promote the educational achievement of children who are looked after and ensure that this person has appropriate training;
- the school has designated an appropriate designated person for Online safety;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies; and that the responsibilities detailed in section 8 (staff responsibilities) are fully carried out.
- the school's responsibility to pay heed to the Equality Act and children with SEN and disabilities when excluding students.

6.2 The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is the lead officer within Acton High School for Safeguarding. This is Mr J Noel, Interim Deputy Headteacher. The Deputy Designated Safeguarding Leads provide cover for the DSL and they are;

Mr D Aizenberg Key Stage 3

Ms N Butler Key Stage 4 & 5

They have the following responsibilities:

6.2.1 Raising awareness

- Ensure that the Safeguarding policy is known, updated and reviewed annually and the procedures and implementation are updated and reviewed;

- Ensure that the Safeguarding policy is available and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school;
- Where children leave Acton High School ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

6.2.2 Training

- Receive appropriate training annually;
- Understand the assessment process for providing early help and intervention e.g. early help assessments, Common assessment framework (CAF), Single assessment framework (SAF);
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when requested to do so;
- Ensure each member of staff has access to and understand the School's Safeguarding policy and procedures, especially new and part time staff and volunteers;
- Be alert to the specific needs of children in need, those with special educational needs & disabilities and young carers (s.17 CA 1989);
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- Ensure all staff members receive appropriate safeguarding induction, safeguarding training or safeguarding refresher training annually.

6.2.3 Referrals and casework

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL/DDSL will contact children's social care services. Generally, the DSL/DDSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

The DSL/DDSL is responsible for the following in relation to referrals and

casework:

- Act as a source of support, advice and expertise within Acton High School;
- Refer cases of suspected abuse, significant concerns and presenting issues to the local authority children's social care, and other external agencies Early help, CAMHS and localised services as required. Support staff who make referrals to local authority children's social care;
- Refer to the LADO for all cases which concern a staff member;
- Refer to the LADO & HR for all cases where a person has left due to risk/harm to a child;
- Discuss with HR to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases to the Channel Programme where this is a radicalisation concern as required. Support staff who make referrals to the Channel Programme;
- Refer to Police for cases where a crime may have been committed;
- Liaise with the Headteacher to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Work closely with the designated teacher for children looked after and the Virtual school head to discuss pupil premium plus additional funding can best be used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- Work closely with the SENCo to develop awareness with staff on the fact that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.
- Ensure that Acton High School is represented at strategy meetings, child protection conferences, reviews, core groups and other multi-agency meetings;
- Sharing information as appropriate with other agencies and contributing to assessments;
- Ensure that Acton High School carries out their part of any child protection plan;
- Keep the Headteacher informed of challenging issues and ongoing investigations with particular reference to section 9 and ensure there is always cover for their role.

6.2.4 Records and reporting:

Child Protection records must be kept in an appropriate and useful

manner and treated as confidential information.

Acton High School will have a secure filing system for child protection records. Files will be clearly labelled CP or CIN with initials of child's forename and surname. Files will be kept separately from pupil's general school records and information shared with those who need to have it. Reports will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

Specifically, the DSL is responsible for the following:

- Keep detailed, accurate, secure written records of all child protection concerns and any related referrals;
- Ensuring that staff follows standardised secure electronic recording and storing information system including disclosures, casework, referrals, decisions and actions or another system providing similar functions;
- When a child leaves Acton High School, ensuring that the child protection file is copied for the new school or school as soon as possible and transferred to the new school or school;
- Separately from the main student file - if a child is missing from education, home, care or parents elect to home educate then the child protection file will be copied and the copy forwarded to the Education /Social Care Service;
- Report regularly alongside the Safeguarding Link Governor to the Local Governing Body on safeguarding and child protection issues at Acton High School.
- Ensuring that all staff and volunteers fully comply with the schools policies and procedures and attend appropriate training.

6.3 The Governing Body (GB)

The Governing Body will require the Safeguarding Link Governor and the Designated Safeguarding Lead to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Governing Body or any of its members; however, the Governing Body performs a vital role in monitoring compliance and challenging the school to ensure that best practice is followed.

All governors must recognise their safeguarding duties towards children in the school. GB governors are required to sign a Code of Conduct confirming this upon joining the GB and this is renewed annually.

A safeguarding link governor will be appointed to discharge the responsibilities listed below. The link governor will work with the Designated Safeguarding Lead to monitor and report back to the GB in accordance with the Safeguarding Link Governor Role Description.

The Governing Body will monitor that the following are delivered by the school:

- the school has a Safeguarding Policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The DSL and Safeguarding Link Governor provide GB with an annual audit report by Spring GB and end of year report in Summer term 2.
- Acton High School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- Acton High School has procedures for dealing with allegations of abuse against teachers and other staff that comply with guidance from Ealing LA, DfE and locally agreed inter-agency procedures;
- a senior member of Acton High School's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Headteacher unless there are particular reasons for the Headteacher to be the Designated Safeguarding Lead for a fixed time period;
- the school has designated an appropriate designated teacher for Looked After Children (LAC);
- the school has designated an appropriate designated person for Online safety;
- the Designated Safeguarding Lead undertakes DSL training o r e q u i v a l e n t a n d L o c a l A u t h o r i t y inter-agency working to Local Safeguarding Children Board (LSCB) standards at appropriate intervals, as and when required but at least annually;
- all staff who work with children undertake training in their Safeguarding responsibilities on a regular refresher basis, at appropriate intervals, as and when required, but at least annually;
- the link governor is responsible for liaising with the senior leadership team to immediately remedy any deficiencies or weaknesses in the School's safeguarding arrangements that come to the local governing body's attention;
- where services or activities are provided on the schools premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- that policies, procedures and the discharge of Safeguarding duties are reviewed annually.

To support GB in their responsibilities, it is required that the Safeguarding Link Governor undertake safeguarding training. The Chair and other GB members will

have safeguarding refreshers at appropriate intervals, as and when required, but at least annually.

7. Staff Responsibilities

Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If a staff member has any concerns about a child s/he should complete a 'Cause for Concern' form and hand it to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy Designated Safeguarding Lead (DDSL). The DSL (or DDSL if appropriate) will discuss the matter with the member of staff and will decide on an appropriate course of action. This discussion and actions taken will be recorded.

Staff have a key role to play in identifying concerns early and provide help for children.

7.1 Listening and responding

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

7.2 Early help and inter agency work

All staff should be aware of the early help process, and understand their role in it. This includes:

- Identifying emerging problems and potential unmet needs;
- liaising with the DSL;
- sharing information with other professionals to support early identification and assessment;
- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

7.3 Record keeping

- Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the

concerns.

- all verbal conversations should be promptly recorded in writing.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full report to be written. Information should be passed on immediately and the report followed.
- CP records will be stored securely and away from the main pupil records.

7.4 Confidentiality

- All matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school and at Ark Central who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

7.5 Other Reporting

- Staff will report to the DSL or DDSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Staff will notify the DSL or DDSL of any child on a Child Protection Plan where there is an unexplained absence.
- The DSL or DDSL will be notified of any child who may be close to having a fixed term exclusion or permanent exclusion

7.6 Children with special educational needs and disabilities

Staff to be aware of additional barriers that can exist when recognising abuse and neglect for children with SEN and disabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

7.7 Peer on Peer abuse

- If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concerns to the DSL as soon as possible.

8. Child Protection

8.1

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children

8.1.1

All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.

8.1.2

Harm is the ill-treatment or impairment of health and development including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Health includes physical and mental health and development means physical, intellectual, emotional, social or behavioural development.

8.1.3

Abuse may take a number of forms, including physical, sexual or emotional, or neglect.

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. The concept of significant harm is the threshold that justifies intervention in family life in the best interests of the child. There are no absolute criteria for what constitutes significant harm. Relevant factors include the severity of ill treatment, the degree of harm, the duration or frequency of abuse or neglect, and the presence of threat or coercion. A single traumatic event may cause significant harm, or a compilation of events which interrupt, change or damage the physical or psychological development of a child.

8.1.4

Signs of possible abuse: Staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosure of abuse and or our school staff being alerted to concerns.

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They only act as a guide:

- Unexplained injuries, bruising etc.
- Unauthorized absences from the school that do not have a reasonable explanation or exhibit a suspicious pattern
- Significant change in behaviour
- Indications of hunger
- Issues of consistent personal hygiene
- Untreated medical conditions
- Watchful, cautious response to adults
- Aggressive or abusive to others
- Bullying other children or being bullied
- Under-achieving, unable to concentrate
- Avoiding removal of clothing in PE etc.
- Truancy, fabricating or stealing
- Inability to trust others and make friends
- Deterioration in general well being
- Comments or language from the child that cause concern.

9. Forms of abuse

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or

hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9.3 Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues which are listed with links under Appendix C of this policy. Further details should be read at Annex A of Keeping Children Safe in Education (September 2016). Safeguarding can link to issues such as drug-taking, alcohol abuse, truancy and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about

to take place, or may have already taken place, can be found on pages 16-17 of the FGM Multi-Agency Practice Guidelines. Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools. FGM can also link to Honour Based Violence (see KCSIE for further information).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

Child Criminal Exploitation (CCE)

CCE recognises the concern that exists with regard to children and young people who are used, through whatever means, to engage in criminal activity by other young people or adults who are able to coerce them to do so. The young people involved may not identify themselves as being 'exploited' as such, but it is clearly to their detriment that they are involved in this type of activity.

Action if a pupil is missing education

The School needs to be aware of those pupils who are persistently absent or missing from school as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. For school's procedures for unauthorised absence, including on repeat occasions, as well as referral to the local authority and details of responses please see 'Attendance Policy'.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what

has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Preventing radicalisation and extremism

It is the School's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent pupils from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. The School will set out the training requirements, prevention measures and procedures which staff must familiarise themselves with and follow if they have concerns about a child being drawn into terrorism. The DSL is the designated person responsible for coordinating action within the school and liaising with other agencies, including the Local Authority Prevent Lead.

Online safety

Staff should be aware of the risks from potentially harmful and inappropriate online material. Annex C of KCSIE provides useful information and web links for teachers.

Teaching about safety and safeguarding

The School takes a proactive approach to teaching children about safety and safeguarding. In addition to PSHE, this is undertaken across the curriculum. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

10. Identifying & Raising Concerns

All staff have a duty to be alert to the potential indicators of abuse or neglect and aware of the risks potential abusers may pose to recognise concerns and to raise them with the Designated Safeguarding Lead with responsibility for child protection. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead prior to discussion with parents. All staff will immediately report any of the following issues to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play/Daily physical activities, any explanation given which appears inconsistent, varied or suspicious,
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play, language),
- Any concerns that a child may be suffering from inadequate care, ill treatment,

or emotional maltreatment,

- Any concerns that a child is presenting signs or symptoms of abuse or neglect,
- Any significant changes in a child's presentation, including non-attendance/unauthorized absences,
- Any hint or disclosure of abuse from any person,
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

11. Student welfare

11.1 Acton High School recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear understanding of the needs and views of children, and a positive, open and honest working partnership with parents.

11.2 We will provide a secure, caring, supportive and protective relationship for the child. Children will be asked for their views and each child will be heard, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age & understanding) of what action is being taken on their behalf and why.

11.3 Children will be given opportunities within the curriculum to understand risks to them and

learn about keeping safe.

11.4 Children will be enabled to talk and report concerns, complaints and disclosures and it is

made clear who or how they should report these to and they are listened to, taken seriously and responded to appropriately.

11.5 While, on occasion, we may need to make referrals without consultation with parents, we will

make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the Social services/Local Authority Designated Officer (LADO) as appropriate.

11.6 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Headteacher or Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the appropriate members of staff in particular to the child is

aware of any issues which they may need to know so they are best able to support the child.

11.7 If a parent or child has a safeguarding concern, question, doubt or allegation about the conduct of an adult, s/he should raise it with the Designated Safeguarding Lead or Headteacher. If a parent, child or children raises a concern with another member of staff, it will be immediately passed onto the Designated Safeguarding Lead or Headteacher.

11. Safer Recruitment

We are committed to safer recruitment practice and will carry out the following pre- employment checks:

- Identity check
- Right to work check
- DBS clearance
- Barred list checks
- Prohibition checks – Teachers only
- Prohibition checks – s. 128 – for management positions
- Two references
- Evidence of fitness to work with children
- Further checks on those who have lived outside the UK
- Professional qualifications check

11.1 Criminal Checks

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant.

Due to the nature of the roles in schools, our school based staff will all be subject to an enhanced clearance check, which includes the barred list checks.

11.2 Prohibition Checks – TEACHERS ONLY

Prohibition checks will be carried for all teachers to ensure that they are not prohibited from teaching. These are issued by the National College for Teaching and Leadership (NCTL) which have the effect of barring the individual concerned from teaching posts in any school.

11.3 Prohibition Checks – S.128 of the Education and Skills Act 2008

This check should be carried out for any staff management position which involves regulated activity (which encompasses all teaching posts above classroom teacher, and all ancillary posts where the person is a member of the senior leadership team).

11.4 DBS

11.4.1 All new employees will undergo DBS checks before commencing work in all but the most exceptional cases and employees with a break in service of more than three months will also be rechecked.

11.4.2 Acton High School reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.

12. Dealing with allegations against staff, volunteers and other professionals

Any adult working or volunteering with children may be subject to an allegation that they have harmed a child. This could occur within a professional setting or in a professional's private life. When an allegation is made about an individual it must be reported to the Local Authority Designated Officer (LADO) within 24 hours.

The LADO will then agree when to inform the accused professional of the allegation, depending on the nature and complexity of the allegation. If it becomes clear at this early stage that an allegation is false then the accused will be informed and no further action taken.

If there is cause to believe that a child has been harmed then a meeting will be held between the LADO, the police, the employer of the accused professional, Ealing Children's Services and any other agencies deemed relevant to the allegation. At this meeting it will be decided who needs to take the allegation to the next stage.

An accused professional may be suspended from work or moved to other duties for the duration of the investigation. This will be decided by their line manager based on the nature of the allegations. Before a professional can be suspended they must have a meeting with their manager to make representations concerning their suspension. A trade union representative or friend may be present at this meeting. In some cases the police may proceed with an allegation and the accused may be arrested and interviewed under caution.

A professional under criminal investigation should seek legal representation from their trade union, the police station or a solicitor of their choosing. An employer may need to conduct an internal investigation into an allegation. This could be conducted by a senior member of staff or an independent body depending on the availability of resources and the severity of an allegation. If

there are criminal investigations going on it may not be possible for the employer to complete their internal investigation until the criminal proceedings are over.

An employer should try to reach a conclusion on their internal investigation regardless of whether or not the accused professional has resigned.

Confidentiality should be respected and people should only be notified of an allegation on a 'need to know' basis.

A comprehensive summary of any allegation will be kept on the accused's confidential personnel file until retirement age or 10 years after the allegation; this includes allegations found to be without substance. Should an allegation be found to be true, then the accused will be dismissed from their job and be barred from working with children by DBS.

Taken from Ealing Safeguarding & Children Board (ESCB)

Review

This policy will be reviewed annually with the relevant staff and agencies and at a full governors meeting. The Chair of Governors will be apprised of incidents where appropriate.